



## Gold Seal Lesson

<b>Author(s):</b> Elizabeth Pierce			<b>Lesson Title:</b> <i>Mark Twain-The Adventures of Tom Sawyer- Tom the Master Painter!</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8	9-12 XX	A	B	C	D XX

### Instructional Focus:

#### Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations

#### Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level

#### Listening

Students listen for a variety of purposes appropriate to the grade level

#### Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level

#### Number Operation and Concepts

Students use number, number sense, and number relationships in a problem-solving situation. Students communicate the reasoning in solving these problems.

#### Measurement

Students use a variety of tools and techniques of measurement in a problem-solving situation. Students communicate the reasoning used in solving these problems.

### Performance Task

The student reads *The Adventures of Tom Sawyer* by Mark Twain. Tom finagles his way out of painting the fence by pretending to enjoy the task. Other boys see how much fun he is having and gives him their treasures so that they, too, can have as much fun as he seems to be having.

The student interviews a hardware store or paint store sales associate on the correct procedures to paint the outside of the student's (grandparents', aunt's, etc.) home. The student takes notes during this discussion. The student measures the outside perimeters of his or her home to figure the square footage needed per gallon of paint. Based on these calculations the student estimates how many gallons of paint he or she need to complete the task. The student watches the newspaper for sales on paint. After one month, whether there is a sale on paint or not, the student finds the lowest price on the type of paint he or she needs to paint his or her house. The student determines the amount of money needed for the purchase to paint his or her home. Based on the interview with the hardware store or paint store sales associate, the student also determines what supplies he or she will need to complete the task. Finally, the student calls and makes appointments with two professional painters for an estimate of what the professionals would charge to paint the home.

Based on all this information, the student computer generates an Investigation Report to his or her parents (grandparents', aunt's, etc). The student outlines and expands on: 1) The situation, 2) How he/ she approached the situation, a) what he/she did, b) what he/she found out, c) how the situation can be resolved, d) his/her evaluation of the criteria, e) how effective each method would be, 3) A brief summation of the analysis, 4) A recommendation, and 5) Attachments which support the investigation details: charts, cost estimates, and/or diagrams.

## ICLE Essential Skills

Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela 30)

Perform operations with signed (positive and negative) numbers, including decimals, ratios, percents, and fractions. (m 1)

Use the technique of dimensional analysis to convert units of measure (e.g., convert km/hr to m/min) including drawing to scale and applying ratios. Understand and use various techniques for estimating, making and converting measure; and using these to perform dimensional analysis. (m 33)

Analyze the truth value of compound sentences that include the connectives AND (conjunction), OR (disjunction), IF-THEN (conditional), and IF AND ONLY IF (bi-conditional) and summarize by creating truth tables. (m 31)

Use direct proof and indirect proof sequencing techniques to reach a conclusion. Direct proof uses the Laws of Reasoning to create an orderly arrangement of steps leading to a conclusion. Indirect proof uses an initial assumption that the conclusion is false, and through a series of logically sound reasoning steps the statement may be proved otherwise. (m 32)

Compute the perimeter and area of two-dimensional figures. (m 13)

## Scoring Guide:

### Painting Proposal

**4 Points** = The proposal identifies all components of the problems solving process. It explains the problems solving process clearly, completely and logically. The entire piece is written from a third person point of view. No mechanical errors are found (punctuation, capitals, grammar or spelling). The final product is neat with careful attention to details. Illustrations/diagrams are attractive, clearly labeled and contribute to understanding the proposal.

**3 Points** = The proposal identifies the most important components of the problems solving process. It explains the problem solving process clearly and completely but could be more organized. There are few lapses in point of view. Few mechanical errors are found. The final product is neat. Illustrations/diagrams are clearly labeled and contribute to understanding the proposal.

**2 Points** = The proposal is missing a major component of the problems solving process and part of the problems solving process description is not clear. There are some lapses in point of view. Some mechanical errors are found. The final product is legible. Illustrations/diagrams relate to the proposal but need more attention to details.

**1 Point** = The proposal has few, if any, components of the problems solving process identified. The text is not clear or logical. There are more than four mechanical errors and the point of view is unclear or inconsistent. Illustrations/diagrams are unrelated to the proposal or are messy.

**Keywords**

English Language Arts	Mathematics	Science
<b>Reading</b> <b>Comprehension</b> <b>In Context</b> <b>Independent Reading</b> <b>Research</b> <b>Integration</b>	<b>Algebra</b> <b>Budget</b> <b>Computation</b> <b>Cost Analysis</b> <b>Estimation</b> <b>Factoring</b> <b>Functions</b> <b>Graphs</b> <b>Math in Daily Life</b> <b>Patterns</b> <b>Problem Solving</b>	<b>Earth Science</b>
<b>Writing</b> <b>Careers</b> <b>Compare/Contrast</b> <b>Newspapers</b> <b>Note Taking</b> <b>Outline</b> <b>Persuasion</b> <b>Proposal</b> <b>Sequencing</b> <b>Technical Writing</b> <b>Integration</b> <b>Word Processing</b>	<b>Geometry</b> <b>Area</b> <b>Geometry in daily Life</b> <b>Logic</b> <b>Perimeter</b> <b>Problems Solving</b> <b>Surface Area</b> <b>Three-Dimensional Objects</b> <b>Volume</b>	<b>Life Science</b>
<b>Communications</b> <b>Illustration</b> <b>Interviewing</b> <b>Listening</b> <b>Visuals</b>	<b>Statistics</b> <b>Charts</b> <b>Data Analysis</b> <b>Data Display</b> <b>Graphs</b> <b>Measurement</b> <b>Prediction</b> <b>Problem Solving</b> <b>Statistics in Daily Life</b> <b>Tables</b>	<b>Chemistry</b>
<b>Literature</b> <b>American Literature</b> <b>Consumer Literature</b> <b>Fiction</b> <b>Non-Fiction</b> <b>Primary Sources</b> <b>Integration</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b> <b>House Paint</b> <b>House Painters</b> <b>House Painting</b> <b>Estimate</b> <b>Paint Store</b> <b>Hardware Store</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	